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ABSTRACT

The Computer Based Project for the Evaluation of Media for the Handicapped conducted a study to determine teachers' attitudes toward the project and his/her knowledge of project operations. Twenty-three teachers participated in interviews focused on three major areas: the student, the teachers, and the project. An interview checklist of 12 items was used by the interviewers to record the frequency of teacher comments. Completed interviews were analyzed using three predetermined attitude categories: positive, indifferent, and negative to the project as defined in criteria for judgement of teacher comments. The interviews produced 32 recommendations aimed at improving interaction between the project and the teachers. Recommendations concerned information desired by teachers, teacher involvement, and input in some aspects of the project to facilitate student experiences, and procedures which may assist teachers in understanding project services. (Author)

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SPECIAL REPORT No. 7217

COMPUTER-BASED PROJECT for the EVALUATION of MEDIA for the HANDICAPPED

Title: A SURVEY OF 1972 TEACHER OPINION

BACKGROUND

The Computer Based Project for the Evaluation of Media for the Handicapped, based on contract #OEC-9-423617-4357 (616) between the Syracuse (N.Y.) City School District and the Media Services and Captioned Films Branch, Bureau of Education for the Handicapped (United States Office of Education) for the five year period July 1, 1969 through June 30, 1974. The major goal is to improve the instruction of handicapped children through the development and use of an evaluation system to measure the instructional effectiveness of films and other materials with educable mentally handicapped (EMH) children, in-service training and media support for special teachers, and studies related to the evaluation process and the populations used.

The Project has concentrated on the 600 films and 200 filmstrips from the Media Services and Captioned Films (BEH - USOE) depository; however, specific packages from Project LIFE, various elementary math curricula, and selected programs from Children's TV Workshop have also been evaluated. The evaluation model used requires that: 1) objectives of materials be specified and written; 2) instruments be constructed to test and measure effectiveness; and, 3) children be the major sources of evaluation information. A number of instruments and methodologies are employed in the gathering of cognitive and affective data from 900 EMH children and 80 special teachers to make the effectiveness decisions. Over half of the EMH population can neither read or write; therefore, a unique Student Response System (SRS) is employed, consisting of a twenty station G.E.-1000 SRS which can be operated in a group or individual recording mode and is connected to a remote computer system. The computer capabilities consist of remote telephone connections to the Rome (N.Y.) Air Development Command, the Honeywell time-shared network, and the Schenectady (N.Y.) G E Research and Development Center; and batch mode capabilities of the Syracuse City Schools, Syracuse University, and various commercial sources.

In-service and media support activities provide on-the-job training for teachers, teacher aides, equipment, and materials to the special teachers in the city schools. The research activities have centered around investigations and special problems related to the development of the evaluation model. The four major areas considered are: 1) testing effects, 2) captioning effects, 3) special student characteristics; and, 4) evaluation procedures validation.

Documentation of the major activities appear in the five annual reports and the 600 evaluations prepared on materials used. Staff members were encouraged to prepare special reports and the attached paper is one of these. The opinions expressed in this publication do not necessarily reflect the position or policy of the Computer Based Project, the United States Office of Education, or the Syracuse City School District, and no official endorsement by any of the agencies should be inferred.

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The Computer Based Project relies on the responses of special students to provide evaluation data to determine the instructional effectiveness of films. Various environmental, social and situational factors influence these responses of the students. The important factor influencing student performance may be the classroom teacher attitudes and remarks.

The purpose of this study was to determine a teacher's attitudes towards the project and her/his knowledge of its operation. Of the 28 teachers who bring their students to the project, 23 teachers were interviewed while their students watched a film in the project facilities on one regularly scheduled visit. Interviews were conducted with the aid of guidelines listing questions in three major areas: the students, the teachers, and the project. The teacher was seated in a lounge atmosphere and served coffee. The interview was conducted as a subjective discussion with the interviewer marking the item category based on the comments of the teacher and asking for verification of the classifications. The criteria for assigning comments to positive, indifferent, or negative groupings were determined before reading the teacher's comments.

Completed interviews were analyzed using the pre-determined three category system: positive, indifferent, or negative. A positive response was generally considered to be one favorable to CBP and its program. A

negative response was generally considered to be one that was unfavorable. An indifferent response showed no interest in the project. The response of a teacher was assigned to that category which conformed to the definition of positive, indifferent, or negative.

Criteria for judgment of teacher comments

1. The effect of coming to the project:

- | | |
|-------------|--|
| POSITIVE | 1. The Ss enjoy coming to the project.
2. The Ss benefit from the experience. |
| INDIFFERENT | 1. No opinion. |
| NEGATIVE | 1. The experience is detrimental.
2. The Ss express a desire not to come. |

II. The student's opinion of the film

- | | |
|-------------|--|
| POSITIVE | 1. Students learned from the films.
2. Students enjoyed the films.
3. Students attended to the film, in the opinion of the teacher.
4. Students discussed the film in class or at another time.
5. Students liked most of the films shown. |
| INDIFFERENT | 1. The students enjoyed some films but did not enjoy all the films.
2. No information was communicated to the teacher about the students' opinions of the films. |
| NEGATIVE | 1. The students did not enjoy coming to the films at any time. |

III. The students' opinion of the questions

- | | |
|-------------|---|
| POSITIVE | 1. The students enjoyed answering questions.
2. The students enjoyed pushing buttons.
3. The students benefitted from the testing. |
| INDIFFERENT | 1. The students did not express an opinion to the teacher.
2. The students like some of the questions but not all the questions.
3. Some of the questions were considered too hard. |
| NEGATIVE | 1. The children did not enjoy the questions. |

IV. The effect of busing on the students

- POSITIVE 1. The students enjoy the bus ride.
 2. The bus ride provided a new experience.

- INDIFFERENT 1. No opinion was expressed.

- NEGATIVE 1. Students do not like the bus ride.

V. Opinion of coming to Computer Based Project

- POSITIVE 1. The time at CBP is a free period for the teacher.
 2. The period allowed the teacher to meet new people.
 3. The teacher enjoyed the bus ride with the students.
 4. The teacher enjoyed viewing the films.

- INDIFFERENT 1. Teachers who did not come to CBP with the students.
 2. Teachers who have no opinion on coming to CBP.

- NEGATIVE 1. A teacher who expressed a dislike of coming to CBP.
 2. The idea that the students are being used by coming to CBP.
 3. Teachers who do not send their classes although they are scheduled.

VI. Opinion of the films shown

- POSITIVE 1. The films were good for all or most of the students.

- INDIFFERENT 1. Some of the films were good, some were bad.
 2. The teacher did not watch the films.

- NEGATIVE 1. Most of the films are not appropriate to the students.

VII. Opinion of the questions

- POSITIVE 1. There was a carry over from the project questions to the classroom.
 2. The training was valuable.
 3. Questions were good. Some questions were good.

VII. Opinion of the questions continued

- INDIFFERENT 1. Teacher had never seen questions.
2. Some questions were good, some of the questions were not.
- NEGATIVE 1. There was no value to the questions.
2. There was no carry over from the project to the classroom.
3. The questions were too long.

VIII. Does the training in answering questions gained at the project help the teacher with classroom questions?

- POSITIVE 1. Training carries over to the classroom.
- INDIFFERENT 1. No opinion
2. The teacher does not use multiple choice questions in class.
- NEGATIVE 1. There is no carry over with questions, from the project to the classroom.

IX. The teachers' opinion about CBP's evaluation method.

- POSITIVE 1. Good
2. Usable
- INDIFFERENT 1. No idea.
- NEGATIVE 1. Worthless, etc.
2. Detrimental for students.
3. Laboratory situation.

X. Opinion of Trial C

- POSITIVE 1. Good procedure.
- INDIFFERENT 1. Lack of knowledge.
- NEGATIVE 1. Too many films.
2. Bad procedure.

XI. Comments on CBP Summer Workshop held in summer 1971

- POSITIVE 1. Learned
2. Reinforced
3. Using material that was learned there.
4. Would come again.

XI. Comments on Summer Workshop continued

INDIFFERENT 1. No opinion, no comment.

NEGATIVE 1. Did not enjoy the workshop.

XII. Opinion of CBP Staff

POSITIVE 1. Helpful
2. Courteous
3. Competent

INDIFFERENT 1. No comment

NEGATIVE 1. Late
2. Disorganized

RESULTS

The frequency of comments in each of the three categories was summarized by items in Table I

TABLE I - Frequency of Response by Interview Item

Interview Item	Posi- tive	Indif- ferent	Nega- tive	Total
Effect of coming to the Project	22		1	23
Ss opinion of the films	10	11	1	22
Ss opinion of the questions	7	7	3	17
The effect of busing on the students	10	1		11
Opinion of coming to Computer Based Project	20	3	4	27
Opinion of the films shown	7	16	5	28
Opinion of the questions	4	17	7	28
Does the training in answering questions gained at the project help the teacher with class- room questions	8	3	2	13
The teachers' opinion about CBP's evaluation method	7	3	3	13
Opinion of Trial C	0	10	2	12
Comments on CBP 1971 Summer Workshop	5		1	6
Opinion of the CBP Staff	16		1	17
	116	71	30	217

The total frequency varies from the total number of teachers interviewed because (1) the teachers expressed more than one comment, (2) the definition of the categories could place a teacher's attitude without an interview comment, and (3) some teachers didn't answer specific questions on the interview form.

The similarities in positive, indifferent or negative opinions as expressed by the teachers were summarized by question.

Summary of the Actual Responses by Item and Category

I. The effect of coming to the project

- POSITIVE
1. The students enjoy coming. (19)
 2. The experience is good for the students. (3)
 3. It is a break from the routine - gets students out of the room. (3)
 4. A lot of incidental learning takes place. (2)
 5. Students have become better listeners. (2)
 6. The students look forward eagerly to the activity. (2)
 7. The experience gives students a sense of responsibility.
 8. It's the only chance they have to see a film.

INDIFFERENT - none

- NEGATIVE
1. The students participated in an experiment to obtain profiles and did not like it.
 2. The confirmation of correct answers had a detrimental effect.
 3. The students objected to questions about a film they had not seen.

II. The students' opinion of the films:

- POSITIVE
1. The students on the whole like the films. (5)
 2. The students like or enjoy the films. (3)
 3. The students learn from the films.
 4. The films are appropriate.

INDIFFERENT

1. No opinion (6)
2. Students like some films. (2)
3. No feedback from the students unless the teacher asks the students. (2)
4. Children act up more during films not at their level...

NEGATIVE 1. Most of the films are horrible.

III. The students' opinion of the questions

- POSITIVE
1. They like answering questions. (3)
 2. The questions do not bother them. (2)
 3. The confirmation helps. (2)
 4. The questions are easy.
 5. Getting the questions wrong is not detrimental.
 6. The students like pushing buttons.

INDIFFERENT

1. The students never speak about the questions. (6)
2. Some questions are too hard.
3. The students are not thrilled by the questions but they answer them.

- NEGATIVE
1. The questions are too difficult.
 2. Confirmation of correct answers is detrimental to the students.
 3. Students do not regard questions seriously.
 4. Students have no idea of which responses are correct.
 5. Some questions are too long.

IV. The effect of busing on the students

- POSITIVE
1. The students like or enjoy it. (7)
 2. It's like a field trip.
 3. No objection to the bus.
 4. The students have a new experience on the bus.
 5. The bus provides a period of social activity.

INDIFFERENT - Students made no comment.

NEGATIVE - None

V. Teacher's opinion of coming to Computer Based Project

- POSITIVE 1. The teacher enjoys coming to the project. (10)
2. A free period.
3. The teacher likes having the students at the project. (3)
4. Riding on the bus with the students is great.
5. Time to look over the project materials.

INDIFFERENT

1. Teachers who do not come to CBP with their students. (11)

- NEGATIVE 1. The students are guinea pigs.
2. The experience has no value.

VI. Opinion of the films shown

- POSITIVE 1. Films are generally good. (6)
2. Teacher has learned from the films.

INDIFFERENT

1. Did not watch the films. (15)
2. Some are good; some are bad. (3)

- NEGATIVE 1. Films are inappropriate. (2)
2. Would not show them in my class.

VII. Opinion of the questions

- POSITIVE 1. There is a carry over to other situations. (2)
2. The students benefit.
3. The teacher likes the way we present questions.

INDIFFERENT

1. The teachers did not see the questions. (15)
2. The students should be asked no more than ten questions. (2)

- NEGATIVE 1. Questions are unclear. (3)
2. Questions are too hard. (2)
3. Vocabulary is inappropriate. (2)
4. Don't like the pretest, posttest combination. (2)
5. Revisions of the questions are needed.
6. No carry over to the classroom.

VIII. Does the training in answering questions gained at the project help the teacher with classroom questions?

- POSITIVE 1. Students have learned the idea of testing. (3)
2. The training in answering questions helps the students. (3)
3. Answering questions is a good experience for the students. (2)
4. Questions do not have to be read so many times in class.
5. Students are not so frightened of testing.

VIII. Continued

INDIFFERENT

1. The teacher does not use multiple choice questions in class.

NEGATIVE

1. There is no carryover.
2. There is no real training going on. The students knew it before.
3. Not that I know of.

IX. The teachers' opinion about CBP's evaluation method

POSITIVE

1. Would use the same method. (3)
2. Good (3)
3. Satisfactory.

INDIFFERENT

1. Don't know what CBP is. (3)

NEGATIVE

1. Situation too sterile.
2. Not a controlled situation.
3. Not enough positive reinforcement and repetition for the students.

X. Opinion of Trial C

POSITIVE

None

INDIFFERENT

1. No comment. (2)
2. Not familiar with Trial C. (7)
3. Using the Trial C evaluations but unfamiliar with the process.

NEGATIVE

1. Films are not good.
2. Too many questions and some of the questions are inappropriate.
3. Questions are not a good judge of what the student learned.

XI. Comments on CBP Summer Workshop held in summer 1971

POSITIVE

1. Like and enjoyed the workshop. (3)
2. Learned a lot about films.
3. Would be more valuable this year.
4. Liked money.

XI. Continued

INDIFFERENT

None

NEGATIVE

1. Not enough individual practice.
2. Too much lecturing.

XII. Opinion of CBP Staff

POSITIVE

1. Cooperative (4)
2. Friendly. (3)
3. Good (3)
4. Qualified (2)
5. Competent
6. Enjoyable
7. Prompt
8. Stidents like staff

INDIFFERENT

None

NEGATIVE

Could use more discipline in the test situation.

SUGGESTIONS MADE BY TEACHERS

A. What could CBP do to make the viewing experience more meaningful and enjoyable? Twenty teachers responded.

1. Select films that are relevant to the students (9)
2. Keep the songs after the films (5)
3. The situation is fine as it is (4)
4. A follow-up discussion should follow films
5. Make questions meaningful
6. Tell the students they don't have to get all answers correct

B. What types of films would the teacher use? Thirteen teachers responded and gave the following categories of films they would show their classes:

- | | |
|---------------------------------------|-------------------------|
| 1. Health (3) | 8. Solving problems (9) |
| 2. Seasonal (3) | 9. Families (8) |
| 3. Science (4) | 10. Animated (14) |
| 4. Correlated with classroom work (3) | 11. Discussion (15) |
| 5. Safety (7) | 12. Animals (16) |
| 6. Affective (5) | 13. Stories (11) |
| 7. Films at the students' level | 14. High interest (12) |
| | 15. Telling time (13) |
| | 16. Social studies (10) |

C. Activities that use films. Six teachers responded.

- | | |
|---------------|--------------------------|
| 1. Discussion | 3. Show the film over |
| 2. Film alone | 4. Projects and pictures |

D. Ways teachers evaluate films. Thirteen teachers responded.

- | | |
|---|--|
| 1. Watch the students' reactions (6) | 10. Use CBP method with one student |
| 2. Student responses to questions (6) | 11. No questions after the film |
| 3. Preview films (3) | 12. Film meets objectives |
| 4. Show film and have a discussion (3) | 13. Several teachers rate film |
| 5. Student learning | 14. Read catalog for description of film |
| 6. Base judgment on student questions | 15. Language |
| 7. Ask questions | 16. Relevance |
| 8. Ask students to act out something they saw in the film | 17. Relevant content |
| | 18. Personal judgment |

E. Ways CBP can help teachers. Fifteen teachers responded.

1. Provide a Structure of the Intellect Profile for each child. (4)
2. Make mediated materials and machines available to teachers. (4)
3. Provide a cassette recorder for the classroom. (2)
4. Tell teachers what will be shown. (2)
5. Have teachers view films. (2)
6. Summer workshops.
7. Help communicate with the students.
8. Get films on special topics.
9. Send relevant films.
10. Give feedback on student performance.
11. Visit schools to better understand the students.
12. Include with the film, packets of other teachers' evaluations.
13. Provide sheets with salient points of the films noted.
14. Make catalogs available at the project listing the films.
15. Make teachers aware of available films.
16. Work on instructional units.
17. Provide consultant to help use media in the classroom.
18. Find out what teachers are doing and coordinate activities.
19. Ask more questions of the teachers.

F. Ways to improve film service. Ten teachers responded.

1. Two teachers said that the service was excellent.
2. A catalog of the films available for viewing is needed. (2)
3. Make a book for scheduling films available to teachers.
4. Scheduling needs improvement.
5. Obtain films for the teacher in her own classroom as part of her teaching procedure.
6. Let more teachers know about the facilities.
7. People often confuse two facilities -- the CBP and Special Projects.
8. Be more organized.
9. Speed up the procedure.

RECOMMENDATIONS

Among the most important recommendations in this report are the following:

1. The teachers must be informed at every stage of the project activity. Teachers should know what is going on and why.
2. Films and questions must be chosen carefully with the students' needs in mind.
3. The opinion of teachers must be sought continually.

The specific recommendations include:

1. Analyze the responses above and determine the suggestions which can be implemented.
2. See if the films on these topics can be scheduled.
3. Determine if any of the above can be added to the CBP evaluation model.
4. Publish a short (five page) paper on the purpose of CBP.
5. Invite teachers to a seminar on CBP using audio-visual aids to explain the purpose of the project.
6. Read the above comments and determine which can be implemented. If one cannot explain to the teacher why it cannot.
7. If CBP is to continue as a film distribution agent, the project should do the job very efficiently.
8. Teachers should be made aware of the constraints and limitations affecting the project's service.
9. Distinguish between the CBP and Special Projects.
10. Discontinue all profile experiments with the class in question.

Recommendations, continued

11. Do not present questions dealing with a film that was not shown.
12. Choose films more carefully for the class in question.
13. Choose questions with consideration for the grade level.
14. Ask the teacher whether confirmation of correct answers should be given to the students.
15. Write and edit questions carefully.
16. Activities which could be related to the films should be suggested for the teachers to try in their classrooms.
17. Choose the films carefully. Explain the "why" of showing inappropriate films to teachers.
18. Edit or drop bad questions.
19. Have only one correct answer for each question.
20. Re-examine the need for pretest questions.
21. Use Stanwix House Word List as a guide in writing questions.
22. Explain the evaluation system to teachers in a briefer form than the quarterly report which dealt with evaluation at length.
23. Questions should be numbered differently from answer foils.
24. Allow space on the student answer forms for a written answer.
25. Screen questions carefully.
26. Re-assess the value of Trial C for final evaluation reports.
27. If the workshop is held again there should be more individual practice and less lecturing.
28. Teachers seem to want to attend another workshop.